

# Colusa High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Colusa High School
<b>Street</b>	901 Colusa Avenue
<b>City, State, Zip</b>	Colusa, CA 95932
<b>Phone Number</b>	(530) 458-2156
<b>Principal</b>	Darren Brown
<b>E-mail Address</b>	dbrown@colusa.k12.ca.us
<b>Web Site</b>	<a href="http://www.colusahigh.org">www.colusahigh.org</a>
<b>CDS Code</b>	06-61598-0631259

<b>District Contact Information</b>	
<b>District Name</b>	Colusa Unified School District
<b>Phone Number</b>	(530) 458-7791
<b>Superintendent</b>	Dwayne Newman
<b>E-mail Address</b>	dnewman@colusa.k12.ca.us
<b>Web Site</b>	www.colusa.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

Welcome to Colusa High School and its many rich traditions which reach back over 100 years. The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the belief that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our high school holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, CHS serves 396 students in grades 9-12 through our comprehensive secondary programs (college preparatory, School to Career, pre-vocational). Of the 75 students graduating in the Class of 2016, 24% are attending a four year college, 66% are attending a California Community College, 7% (5) enlisted in the Armed Forces, and 3% (2) enrolled in trade schools.

Colusa High School is fully accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review, in April of 2013.

It is a goal of Colusa High School that students are prepared to partake in post-secondary education and/or training, or to enter the workforce.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	102
<b>Grade 10</b>	97
<b>Grade 11</b>	92
<b>Grade 12</b>	80
<b>Total Enrollment</b>	371

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	2.4
Asian	1.1
Filipino	0
Hispanic or Latino	61.2
Native Hawaiian or Pacific Islander	0.3
White	35
Two or More Races	0
Socioeconomically Disadvantaged	55
English Learners	14.8
Students with Disabilities	11.9
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	20	20	
Without Full Credential	0	1	2	
Teaching Outside Subject Area of Competence (with full credential)	1	1	3	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	97.3	2.7
<b>All Schools in District</b>	98.2	1.8
<b>High-Poverty Schools in District</b>	98.2	1.8
<b>Low-Poverty Schools in District</b>	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Language of Literature 9, McDougal Littell - 2000 Language of Literature 10, McDougal Littell - 2000 Language of Literature 11, McDougal Littell - 1997 British and World Literature, Southwestern Educational Pub. - 1997 College Board Course for English 4, The College Board, 2001  Supplemental: Accelerated Reading, Renaissance Learning, 2003 Pacesetter English 1 & 4, The College Board, 2003 Gale Databases, Cengage Learning, 2009 CQ Researcher, CQ Press, 2009  ELD Grades 9 - 12: PEARSON ENGLISH LEARNING SYSTEM 2013	Yes	0%
<b>Mathematics</b>	Algebra I: Integrated Math 1 - 2012 Carnegie Learning Integrated Math 2 - 2012 Carnegie Learning Integrated Math 3- 2012 Carnegie Learning  Precalculus, Brooks/Cole - 2012 Calculus, Houghton Mifflin - 2006  Supplemental: Accelerated Math, Renaissance, 2003	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Agriscience, Interstate Publishers, Inc. - 2003 Introduction to Biology, Teaching Point - 2008 BSCS Biology: An Ecological Approach, Kendall/Hunt - 2007 Chemistry, Prentice Hall - 2008 Physics- Houghton Mifflin Harcourt Publishing- 2012 Sustaining the Earth, Brooks/Cole - 2007 National Geographic Learning Reader Series- 2014  Supplemental: Gale Databases, Cengage Learning, 2009 CQ Researcher, CQ Press, 2009	Yes	0%
<b>History-Social Science</b>	History Alive - 2013 - World Connections The Americans, McDougal Littell - 2006 Econ Alive - 2015 - The Power to Choose The American Pageant (AP), McDougal Littell - 2006 American Government (AP), McDougal Littell - 2006  Supplemental: Gale Databases, Cengage Learning, 2012 CQ Researcher, CQ Press - 2009	Yes	0%
<b>Foreign Language</b>	Spanish: Realidades I, Pearson-Prentice Hall - 2008 Realidades II, Pearson-Prentice Hall - 2008 Entre Mundos, Pearson-Prentice Hall - 2004 Nuestro Mundo, Holt-McDougal - 2002 Temas- 2014	Yes	0%
<b>Health</b>		Yes	0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Laboratory Equipment (Gr. 9-12) is provided through site and categorical funding.	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The present Colusa High School campus is approximately 52 years old with most buildings constructed prior to 1964. Generally in good repair, the facilities include 22 classrooms, administrative and counseling offices, a career center, a gymnasium and cafeteria/foyer, music room/stage, locker rooms for boys and girls, four tennis courts, two soccer fields and two practice fields, two baseball fields, an outdoor track, and a five-acre school farm with animal barn. Football games are now played at the new Colusa High School Football Stadium and graduation was held there for the first time in school history in 2008.

The school library, housed in the administrative wing, has a collection of 16,655 books, online card catalog, and Internet access on 30 student computers. Campus wide there are 210 computers. All of our staff computers are networked and have Internet access as well. Wi-Fi was installed campus-wide in 2015.

A staff of one full-time custodian and a two-person custodial crew maintain the property with a district groundskeeper responsible for mowing and watering lawns. During passing periods, at lunch, and immediately before and after school, two administrators share responsibilities for student supervision on the grounds.

Ongoing efforts are underway to acquire modernization funding to make facility repairs needed as a result of aging buildings. Colusa High School was a recipient of a \$50,000.00 grant from the Baseball For Tomorrow Foundation for the renovation of its two baseball fields. This project was completed prior to the beginning of the 2010 baseball season. CHS was also the beneficiary of the passing of a school bond in 2014 that has significantly helped with our alarm system, intercom system and air conditioning now in the gymnasium.

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 10/5/2015</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Cafeteria and Gym: HVAC unit in walk in area was not running. Wall and ceiling repairs are needed.
<b>Interior:</b> Interior Surfaces		X		Cafeteria and Gym: HVAC unit in walk in area was not running. Wall and ceiling repairs are needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Outside fields parking areas: This area has gophers and some low spots but the grounds are improving. Parking areas had many repairs last summer.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			300 Wing: Eye wash needed updated inspection form.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Office: This area was clean and in good order. Some roof repairs needed in the area. South Portables: Some soft siding on P- 803
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 10/5/2015</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	67	60	38	38	44	48
Mathematics	24	31	29	31	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	88	85	96.6	60.0
Male	11	43	42	97.7	50.0
Female	11	45	43	95.6	69.8
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	54	54	100.0	53.7
White	11	31	28	90.3	71.4
Socioeconomically Disadvantaged	11	41	40	97.6	52.5
English Learners	11	13	12	92.3	8.3
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	88	87	98.9	31.4
Male	11	43	43	100.0	33.3
Female	11	45	44	97.8	29.6
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	54	54	100.0	24.1
White	11	31	30	96.8	44.8
Socioeconomically Disadvantaged	11	41	41	100.0	12.5
English Learners	11	13	13	100.0	8.3
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48	54	54	48	45	45	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	91	90	98.9	54.4
Male	48	47	97.9	61.7
Female	43	43	100.0	46.5
Hispanic or Latino	51	50	98.0	40.0
White	35	35	100.0	68.6
Socioeconomically Disadvantaged	51	50	98.0	42.0
English Learners	14	14	100.0	7.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Career Technical Education Programs (School Year 2015-16)**

A Career Pathway is offered in Agriculture and Natural Resources. Agriculture students may take courses in Beginning and Advanced Farm Mechanics, Integrated Ag Biology, Floral Design, Ag Science I & II, and a capstone course in Farm Business Management. We are in the process of developing additional Career Pathways.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	142
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	93.58
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	43.5

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.1	30.3	44.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

We welcome and encourage parental involvement through a variety of organizations and activities. There are numerous opportunities for parents to serve on committees such as School Site Council, WASC Action Teams and the English Learner Advisory Committee. Parents also are encouraged to join such organizations as Friends of the Library, Friends of Music, Friends of Agriculture, Colusa Redhawks Athletic Foundation, the Environmental Sciences Academy, and Grad Night Parents; to assist by chaperoning dances and field trips; to serve on Senior Project panels; and help with senior interviews. If you would like to volunteer please contact either Darren Brown, Principal, or Lori Tanner, Counselor, at (530) 458-2156.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	11.30	14.70	4.30	19.00	26.80	12.00	11.40	11.50	10.70
<b>Graduation Rate</b>	88.75	82.67	95.71	70.69	65.18	85.00	80.44	80.95	82.27

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
<b>All Students</b>	90	84	86
<b>Black or African American</b>	0	0	78
<b>American Indian or Alaska Native</b>	100	40	78
<b>Asian</b>	100	100	93
<b>Filipino</b>	0	0	93
<b>Hispanic or Latino</b>	87	80	83
<b>Native Hawaiian/Pacific Islander</b>	0	0	85
<b>White</b>	95	100	91
<b>Two or More Races</b>	0	0	89
<b>Socioeconomically Disadvantaged</b>	71	60	66
<b>English Learners</b>	67	64	54
<b>Students with Disabilities</b>	91	81	78

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	3.7	16.5	6.5	3.5	10.0	6.3	4.4	3.8	3.7
<b>Expulsions</b>	1.0	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The Colusa High School Safety Plan is reviewed annually by administration with staff and by staff with students. Responses to emergency situations such as fire, earthquake, flooding, bomb threat, and intruder on campus are addressed in the plan and in drills conducted with students. All visitors are required to check in at the main office upon arrival and to wear visitor badges while on campus. There are relatively few instances of graffiti and vandalism, with repainting and repairs made as soon as possible. All buildings are fully alarmed and monitored by the Silent Knight security company.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	2
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	22	10	5	1	21	11	6		21	11	6	
<b>Mathematics</b>	22	6	7	1	24	4	8	1	24	4	8	1
<b>Science</b>	22	7	5	1	23	8	5	1	23	8	5	1
<b>Social Science</b>	22	9	3	1	22	9	3		22	9	3	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	400
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.2	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0.25	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,147	\$2,176	\$5,971	\$61,087
District	N/A	N/A	\$5,534	\$64,908
Percent Difference: School Site and District	N/A	N/A	+8%	4%
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	+9%	8%

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

ADA state funding is used to provide basic, comprehensive educational programs for students. This includes staffing, facilities and instructional materials. Supplemental funding for school improvement activities, staff development, field trips, equipment, and enrichment programs is provided through state and federal categorical funds.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,371	\$40,430
Mid-Range Teacher Salary	\$59,165	\$58,909
Highest Teacher Salary	\$84,540	\$77,358
Average Principal Salary (Elementary)	\$100,082	\$94,634
Average Principal Salary (Middle)	\$100,661	\$97,839
Average Principal Salary (High)	\$115,639	\$100,453
Superintendent Salary	\$137,275	\$123,728
Percent of Budget for Teacher Salaries	39%	32%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		N/A
<b>English</b>	1	N/A
<b>Fine and Performing Arts</b>		N/A
<b>Foreign Language</b>		N/A
<b>Mathematics</b>	1	N/A
<b>Science</b>		N/A
<b>Social Science</b>		N/A
<b>All courses</b>	2	2.1

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

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Teachers are required to complete three days of pre-service professional activity days. Additionally, teachers are required to participate in collaboration activities on a weekly basis each Wednesday. Teachers are afforded the opportunity to attend professional conferences and workshops, according to the needs of the individual teacher and the school improvement plan.